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ENG 1001G-035: Composition and Language

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Composition and Language

MW, 3:00pm – 4:15pm, Coleman 3170

Dr. Ruben Quesada
Office: Coleman 3562Email: rmquesada@eiu.edu
Hours: M 11:00 – 12:30, W 8:30 – 10:00**OBJECTIVES:**

- Produce Reflective, Informative, and Persuasive document in which paragraphs, sentences, and words (or digital media) are used to develop a central idea.
- WRITE focused, adequately developed paragraphs and sentences in standard written English that are direct, economical, free of ambiguity, structurally appropriate for the ideas expressed and suitable to the purpose of the text.
- EVALUATE and criticize your own and your peers' writing.
- UNDERSTAND and evaluate culturally diverse course materials reflecting historically, socially, and culturally relevant issues.

READING:

Faigley, Lester, ed. *Writing: A Guide for College and Beyond*.
 Linda Peterson et al., ed. *The Norton Reader* (13th Edition).
 Hacker, Diana. *A Pocket Style Manual*.

REQUIREMENTS:

Final grades in this course will be calculated as follows:

Reflective Papers (6 @ 4%).....	24%
Informative Papers (4 @ 4%).....	16%
Video Essay (2 @ 10%).....	20%
Persuasive Papers (2 @ 14%).....	28%
Reading Notebook.....	12%

Reflective Papers: You will write six 3– to 4-page (MLA Format & Style) papers. These papers will focus on narrating personal experience and personal insight for a public audience. Topics may include trauma, racism, gender and sexuality, or class and economic issues that have affected you directly. YOU MAY NOT WRITE about vacations, spring breaks, break-ups, significant others, sports, or extracurricular activities. The purpose is to be personal in a public way. Please indicate at the top of the paper that you're writing a Reflective paper. Submit via email to: rmquesada@eiu.edu. Subject: Reflective Paper. (Due: 8/21, 9/4, 9/18, 10/16, 10/30, 11/13)

Video Essay [solo & group]: For this assignment, you are to elicit and record information, opinions and experiences that are unique to an individual or group affiliated within the EIU community that is underrepresented. You are to produce two 3- to 5- minute digital documents (digital story or video essay) that explain how this local (e.g., Charleston, Champaign, etc.) member is or members are underrepresented. The core of your document should offer the viewer with evidence into your perspective. You may want to make this

assignment an expansion of one of your journal entries, or you may want to focus on something else entirely. You will be graded on SUBJECT, CONTENT, WRITING, and PRESENTATION. Come see me in office hours if you need ideas to get you started. Due via email to: rmquesada@eiu.edu. Subject: *Video Essay*. (Due: 10/2, 12/2)

Informative Papers: You will write four 2- to 4-page (single-spaced, one-inch margins) papers. These papers will focus on comparing and contrasting, providing information about two or more things that are alike and how they differ. You may choose to compare and contrast any items you've encountered or have researched through mass media channels, e.g., radio, television, film, print, web articles, blogs, etc. Please indicate at the top of the paper that you're writing an Informative paper. Submit via email to: rmquesada@eiu.edu. Subject: Informative Paper. (Due: 9/13, 10/11, 10/25, 11/22)

Persuasive Papers: You will write two 4- to 6-page (MLA Format & Style) papers. These papers will explore, assess, and convince others through a reasoned argument to accept or reject a position/claim, or to take action on a topic of your choice. Submit via email to rmquesada@eiu.edu. Subject: Persuasive Paper. (Due: 10/7, 12/7)

Reading Notebook: You will keep a provided notebook where you will write about, reflect on, and summarize the reading assignments for the course. This is meant to provide you with a space to further explore ideas and/or complete activities that will support the writing assignments for this course. I will not grade these, but I will ask you to submit your journals, often weekly, for review. You should plan on writing an entry for each day we meet. Your entries should begin with the date clearly written at the top, for example: August 19, 2013.

Participation and Attendance: Your active participation is expected. This means taking notes and engaging. Merely being a warm body is not enough. We are each of us responsible for keeping the discussion lively and interesting. If you miss class, or even part of it, it is YOUR responsibility to find out what you missed from another student or to come up and ask me. I don't always remember who missed. I will not make my notes available to you. **You should endeavor not to miss class at all**, but one absence is reasonable. If you miss two classes, you lose 5% points. Miss three classes (\approx 10% of the course), you lose a letter grade. There are no exceptions. Use your absences wisely; preferably that week you will undoubtedly get the flu or a sinus infection. **Spotty attendance or chronic lateness will hurt your grade.**

Policy on Late Work: While I am a compassionate person by nature, I must be firm on this: late work is unacceptable. Things are due when specified.

Policy on Laptops and Other Electronic Devices: The temptation to browse, to check Facebook, to check in with friends and family, to multitask are great these days. For this, the only time you are permitted to have a laptop is to discuss poems and essays that were distributed digitally. Even then, I would prefer that you print out the material and bring it to class. I prefer you take notes by hand, but if for some reason you must type them, talk to me. I reserve the right to investigate what applications and websites you have open on your computer or your phone. This is a small, intimate course setting, and I consider it rude and disrespectful if your attention is elsewhere. Please turn off or silence your phone during class and put it away. If there is a reason why your phone might ring during class (your sister is in surgery, for example), please inform me before class.

Policy on Textbooks: You must bring your textbooks and other materials to class if we are scheduled to discuss something. If you don't have the text with you in class, then you aren't prepared for class, which will result in a half an absence.

Policy on Social Media: If you want to be my Facebook friend or follow me on Twitter, that is fine. Consider this the beginning of your transition from using social media purely for play and personal use to a more professional approach. Your professors aren't your friends; they are mentors and supervisors. They write letters of introduction and recommendation. They are "connections" in the best possible sense of that word. As you prepare to enter the workforce, and especially if you want to be a professional, you must learn to separate private communication from public. It is incredibly unwise to "friend" your professors and then complain about classes, assignments, or specific professors, as if you are only talking to your close friends. Be aware of who is in your social network. Be appropriate.

Policy on Respect: We need to be respectful of one another. Among other things, this means that you are expected to listen respectfully to other students and me when we are speaking and to speak about the work of others with respect. This does not mean being dishonestly positive with commentary, but try to understand that we are all learning. Comments that might be taken by reasonable people to be insulting, especially in regards to gender, race, religion, age, and sexual orientation, aren't welcome here. There may be disagreements in class, but when these disagreements touch on issues of race, gender, religion, sexual orientation, etc., we need to be respectful of our differences, even as we are emphatic in our positions.

Student Support Services: EIU's Office of Student Disability Services (OSDS) is committed to facilitating the provision of equal access and opportunity to all campus programs and services for students with disabilities. Contact the Coordinator of the Office of Disability Services (217-581-6583) as early in the term as possible if you have a documented disability and wish to receive academic accommodations.

Student Success Center: EIU's Student Success Center provides comprehensive programs and holistic services designed to empower students and to connect them with the resources needed to achieve both academic and personal goals. To schedule a consulting appointment, please call 217-581-6696. All consulting appointments are in the Student Success Center, 1301 9th Street Hall.

Plagiarism Policy: Any teacher who discovers an act of plagiarism – 'the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (*Random House Dictionary of the English Language*) – has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. Plagiarism means taking the words or ideas of another person and passing them off as your own. To avoid it, take special care when using outside sources (including Internet sites): if you incorporate such material into your work, you must follow MLA Guidelines. **Final action may result in permanent University expulsion.**